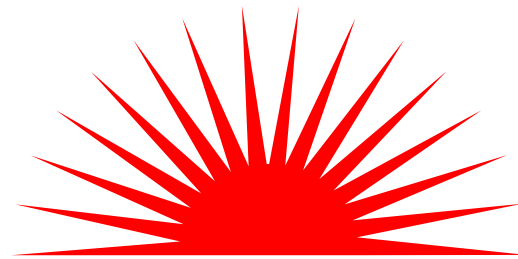State of Arizona
Department of Education

Tom Horne
Superintendent of
Public Instruction

Special Education Monitoring Alert

April 2006

Alert to Special Education Directors – Outcome Driven General Supervision

If you are being monitored this next school year, you have probably been keeping up with the major changes happening in our Special Education Monitoring System, i.e., outcome driven monitoring. However, if your agency is not scheduled for a couple of years, you might not have paid much attention to the major shift in focus from procedural compliance to student and systems outcomes.

HEADS UP!

Depending upon your agency's data in the focus areas, you may be taking a look at your results before you are scheduled to be monitored. During the on-site monitoring year, agencies with outcome data on the "wrong" side of the state average will address both procedural compliance and root causes for the identified indicators. However, agencies with results that are dramatically divergent - to the point of "crisis" - will be required to address the issue(s) regardless of where they are in the monitoring cycle. The indicators, the state average, and the crisis levels are:

Indicator	State Average	Crisis Level
Dropout rate	3.97% of SPED population	≥25%
3rd grade reading achievement	36% of SPED students meet/exceed the standard	≤15%
Suspension rate	1.12% of SPED population > 10 days	≥5%
6-21 Self-contained placement	17.8% of SPED population	≥30%
6-21 SPED population	7-13% of total student population	≥25%
Disproportionality	Differing for each ethnic/disability population	TBD

The data that will be used for this next school year are data from the 2005 fiscal year. You can access the information for all of the agencies in the state by logging on to www.ade.az.gov/ess. The data can be found under IDEA '04 Report on the Performance of Students with Disabilities.

The data are extracted from a variety of sources including SAIS, the AIMS Wizard, and the Annual Special Education Data Collection report. The accuracy of the indicators is totally dependent upon the accuracy of the data submitted through these sources. It is incumbent upon administrators to ensure that they understand the data submission rules and that they review the data being submitted before hitting the "send" button. In this manner, you can avoid any unnecessary investigation of root causes when the root cause is simply **bad data**.

If your agency is identified as being at the crisis level for any indicator, you will receive instructions for conducting the root cause analysis. This analysis is designed to assist you in determining what's gone wrong and what might be the avenues for improvement. Agencies must submit their analysis to the ADE/ESS by the deadline so that reviewers can determine which agencies are in a position move forward on their own and which will need additional technical assistance and support.

ESS strongly recommends that any agency needing to improve their results for students with disabilities take advantage of the numerous ADE/ESS assistance opportunities – especially the reading grant, the RTI project, the Assistive Technology project and the Arizona Positive Behavioral Supports project.